



What music looks like at Ledbury Primary School

We plan our creative curriculum so the children build a sense of belonging and being in the world in order to become skilled citizens.

Curriculum Intent

What a music lesson looks like in our school:

- Music at LPS is taught using Charanga.
- Children are given opportunities to participate in making music with voice and instruments.
- Charanga gives children the opportunity to learn about rhythm, beat and to form an opinion on the music genres that they like.
- Children are given opportunities to perform what they have been taught to family and to the school in assemblies.
- Children are encouraged to appraise pieces of music.
- Children are taught to listen out for different instruments.
- Opportunities to inspire children's curiosity about music.
- Opportunities to inspire children to take up an instrument of their own.

This is our philosophy:

- High quality modelling and scaffolding of the skill leading to high quality musical skills.
- Children learning through exploring different genres whilst acquiring new skills.
- Cross-curricular links wherever possible.
- Children to gain a love of music and to have the opportunity to play musical instruments.

This is the Knowledge and understanding at each stage:

By the end of EYFS, pupils will have learnt to:

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

By the end of key stage 1, pupils will have learnt to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

By the end of key stage 2, pupils will have learnt to:

- play and perform in solo and ensemble contexts, using

their voices and playing musical instruments with increasing accuracy, fluency, control and expression

- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Cultural Capital

Through the understanding of music, pupils may develop a greater understanding and appreciation of British values and culture helping them to develop a greater appreciation of the world around them.

In addition, pupils learn about different types of music from differing cultural backgrounds and ages, including the music of composers.

Listening

Children may demonstrate an understanding of how to listen and appraise various different styles of music. Children will increasingly develop the vocabulary to describe the inner workings of music and know what questions to ask when listening to music.

Children will reflect, with increasing maturity and accuracy, upon how the understanding of music helps us to understand the greater world around us and how the subtle sounds of life can be enjoyed and interpreted.

Children may understand and recognise different techniques used in different genres of music and some may be able to discuss the musical techniques utilised by different composers over time.

Singing

Children may demonstrate an understanding of how to perform music with feeling, style and an awareness of the historical and cultural context of a composition.

Children will increasingly develop the life skills to understand, appreciate and express themselves through music.

Children may understand how to communicate the composers' intentions by reading and interpreting written music notation.

	Composing Children may demonstrate an understanding of how to compose music using the inter-related dimensions of music that they have learned through singing, listening and improvising. Children will increasingly develop the musical skills to create increasingly advanced compositions that show their increasing understanding of the inter-related dimensions of music. Children may understand how to communicate their musical intentions by composing using written music notation. Improvising Children may demonstrate an understanding of how to improvise music using the inter-related dimensions of music that they have learned through singing, listening and composing. Children will increasingly develop the musical skills to create increasingly advanced improvisations that show use a greater variety of rules and that show their increasing understanding of the inter-related dimensions of music. Children may understand how to communicate their musical intentions by improvising using scales, form and structure.
Curriculum Implementation	This is how it works: • Each year group have particular skills to focus on which are set out and made clear in Charanga. The children will then progress through the skills as they move up the school • By the time the children leave Year 6, they will have covered a range of musical genres and styles to really get the children engaged and enjoying their learning • Links with other areas of the curriculum are embraced to provide a more meaningful learning experience • There is a KS1 and KS2 choir which all children are given the opportunity to join. They will get the opportunity to go on various trips to develop their skills and to perform to audiences as well as performing in the annual school concerts. • Raised profile of music through the use of performances. • Yearly opportunities for parental involvement to showcase music being taught • Weekly whole school singing practise which enables all pupils to develop their aural and performing skills. This is what adults do: • Model a passion and love for music

- Learning walks to see evidence of music being taught
- Whole school CPD
- Support, encourage, foster and nurture a love of music
- Information gathering - pupil perceptions, staff audit
- Research innovative practice/new techniques
- Network with other music teaching professionals in the county.

This is how we support and ensure access for all children, including SEND, EAL and PP:

- Small group/1:1 adult support given where required.
- Ensuring that a range of instruments and resources are available to ensure success for all pupils e.g. larger instruments where necessary
- Funding available to provide opportunities for instrumental tuition
- Use of padded headphones for pupils who have sensory difficulties
- Pre-teaching and opportunity to familiarise pupils with instruments prior to lessons to anticipate any obstacles.
- We use teacher and self-assessment to quickly identify any child who requires additional support in specific skills.
- Pupils then receive additional support or resources.

This is how we challenge:

- Further solo and performance opportunities
- Invitation to participate in concerts
- Invitations to participate in external music courses/away days

Curriculum Impact

This is what you might typically see:

- Happy and engaged learners
- Paired/group work
- A range of different activities including practical and use of technology.
- Engagement and perseverance.
- Self-motivated children.
- Children talking about, sharing and reflecting on their learning.
- Children displaying a passion for music inside and outside of the classroom.

This is how we know how well our pupils are doing:

- Verbal feedback
- Digital evidence of music throughout the school
- Targeted use of LSPs to support individual children
- Monitoring of children's progress

This is the impact of the teaching:

- Confident children who can talk confidently about music
- Children who are enjoying their learning in music
- More children taking up instrumental tuition or joining Herefordshire Youth Orchestra
- Pupils who can recall key facts about significant musicians/composers

Pupils develop detailed knowledge and skills and, as a result, achieve well. This is reflected in the work the pupils produce. Pupils are ready for the next stage of education. Pupils with SEND achieve the best possible outcomes from their starting point.